KANSAS STATE DEPARTMENT OF EDUCATION

KANSANS CAN
STAR RECOGNITION PROGRAM

Social-Emotional Growth Rubric

Overview:

Kansas school districts' missions reflect the Kansas State Board of Education's (KSBE) vision of preparing successful high school graduates. These districts locally measure progress toward achievement of the State Board of Education's social-emotional growth outcome and goal of each student developing the social, emotional, and character development competencies that promote learning and success throughout life.

The Kansas STAR Recognition Program seeks to allow Kansas districts to validate the coherent, rigorous, and sustained commitment required to improve adult and student outcomes. When implemented districtwide as a systemic, prevention-focused, responsive strategy rather than an intervention for a subgroup of students, social-emotional learning creates the equitable conditions necessary for student achievement and a safe, positive, and healthy school climate.

Qualifiers:

A district must comply with all state and federal Social-Emotional Growth (SEG) requirements and the qualifiers below to be eligible for the SEG Star recognition.

1. The district has gathered evidence, conducted an analysis of practices, and reviewed the SEG Star Recognition Self-Assessment Rubric. The district believes, after this review, the local, BOE-approved social-emotional measures have been identified and are in place district-wide.

   ☐ YES ☐ NO

2. The district has gathered and analyzed data to measure social-emotional growth locally.

   ☐ YES ☐ NO

3. Written narratives and evidence can be provided as sample(s) for each element and sub-criteria as an artifact.

   ☐ YES ☐ NO

4. Evidence of policies, procedural documents, and practices have been approved by the local BOE for each requirement of each statute: Jason Flatt Act requirements (KSA 72-6284), Mandatory Reporting (KSA 91-31-43), and Bullying Prevention (KSA 72-6147).

   ☐ YES ☐ NO

Description of Rubric

A total rubric score must fall into one of the point ranges in the Scoring Criteria to warrant submission eligibility for Star Recognition consideration. The final performance rating and a Star Recognition System Designation will be determined by KSDE.

SEG Recognition Scoring Criteria

STAR RECOGNITION LEVEL	GOLD	SILVER	BRONZE	COPPER
Available Point Range:	15 +	12 < 15	9 < 12	6 < 9

A district/system must mark yes to all of the minimum qualifiers listed above to be eligible to apply for the Social Emotional Growth Star recognition. The SEG rubric contains four elements.

1. Valid and aligned measures
2. Growth in student competencies
3. Positive school climate and culture
4. Systemic improvement process for SEG

Each criterion-based element in the rubric is to assess SEG integration similarly to the classification levels used by the Collaborative for Academic, Social, and Emotional Learning's (CASEL) comprehensive and evidence-based research. These district performance measures classify the level of performance as either planning, implementing, transitioning, or modeling. As such, the criteria for "modeling" demonstrates the highest level of rigor, is aspirational, and demonstrates the achievements of implementation and sustainability. Recognition may be attained using a combination of levels. Some element levels have options as to which criteria may be demonstrated. This method models the effectiveness of integration across various contexts allowing choice based on what is developmentally appropriate for a district in terms of timing, culture, interest, readiness, context, etc. while still maintaining rigor and relevance at each level.

SEG Star Recognition Rubric

ELEMENT 1:

Validated and Aligned Measures

ELEMENT 1	0	1-Planning	2- Implementing	3- Transitioning	4-Modeling
1.1 The locally selected measures are aligned with state standards and an evidenced-based social emotional learning curriculum.	☐ No evidence.	☐ Locally selected measures are aligned with the Kansas Standards for Social, Emotional and Character Development (SECD) or are derived from an evidence-based, social-emotional learning curriculum. Professional development is aligned with the Kansas standards for Social, Emotional, and Character Development. Potential Artifacts: SECD standards alignment toolkit, Kansans Can Competency Alignment Toolkit or guide, Listed assessments or curriculum with indication that is verified as Evidence Base Practice from KSDE's list or The What Works Clearinghouse	☐ Locally selected measure(s) are fully implemented and aligned with the Kansas standards for SECD. This may involve but is not limited to curriculum, professional development, instruction, and community engagement. Potential Artifacts: Implementation evidence in addition to previously stated pieces	☐ Locally selected measure(s) are aligned with the Kansas SECD standards and at least one additional state standards area, for example, health, safety, nutrition, or wellness. This may involve character development embedded in core content in one or more area Pre-K-12. Potential Artifacts: All of the previous as well as SECD alignment document for at least 1 content area Pre-k-12	☐ Locally selected measure(s) are aligned with the Kansas SECD standards, The implementation is embedded within all curriculum content, grades Pre-K through 12. Potential Artifacts: All of the previous as well as alignment document for all content areas.

1.2 Actionable student, classroom, building and district level measures are used to inform instructional decision-making Pre-K-12.	☐ No evidence.	☐ The locally selected aligned measure(s) produce valid data that is actionable at the building level. Potential Artifacts: Student data forms measuring growth; grade-level data, building-level data, or district level data	☐ The locally selected aligned measure(s) produce valid data that is actionable at the building and district levels. Potential Artifacts: All of the previous at the building and district levels.	☐ The locally selected aligned measure(s) produce valid data that is actionable at the classroom, building, and district levels. Potential Artifacts: All of the previous at the classroom, building, and district levels.	☐ The locally selected aligned measure(s) produce data that is actionable at the student, classroom, building, and district levels. Potential Artifacts: All of the previous at the student, classroom, building, and district levels.
1.3 A strengths-based approach is evident in the methods used to assess students' social-emotional learning.	☐ No evidence.	☐ The assessment of students' social-emotional learning produces composite level data. Potential Artifacts: Evidence of local BOE approved curriculum implemented as well as evidence of baseline data and progress monitoring.	☐ The locally selected aligned measure(s) provide SEG perception data. Potential Artifacts: all of the previous pieces as well as perception data of staff	☐ The locally selected aligned measure(s) assess students' social-emotional knowledge. Potential Artifacts: all of the previous pieces as well as evidence of student usage of SEL skills; implementation evidence with students	☐ The locally selected aligned measure(s) assess students' social-emotional learning skills and competencies (e.g., performance-based situational judgment). Potential Artifacts: All of the previous as well as evidence of behavior, attendance, and other measures of student success data demonstrating use of the skills and competencies or showing areas needing growth
1.4 Perspectives of students, families and educators are valued and used to inform decisions.	☐ No evidence.	☐ A variety of methods are used to gather the perspectives of students, families, and educators across a representative number of buildings.	☐ District is utilizing a comprehensive process to gather the perspectives of students, families, and educators.	☐ The gathered perspectives of students, families, and educators are used to inform some SEL-related decisions within the district.	☐ District Social Emotional Learning (SEL) policies and practices have been informed to a significant degree by the perspectives of students, families, and educators across a representative number of

				buildings.
	Potential Artifacts: Lists of Student advisory or engagement groups, parent advisory or engagement groups, community engagement groups, site council engagement evidence with membership and attendance lists from some buildings	Potential Artifacts: Lists of Student advisory or engagement groups, parent advisory or engagement groups, community engagement groups, site council engagement evidence with membership and attendance lists from some whole schools.	Potential Artifacts: Lists of Student advisory or engagement groups, parent advisory or engagement groups, community engagement groups, site council engagement evidence with membership and attendance lists from some each building in the district	Potential Artifacts: Lists of Student advisory or engagement groups, parent advisory or engagement groups, community engagement groups, site council engagement evidence with membership and attendance lists the district and multiple community partners.

ELEMENT 2:

Growth in Student Competencies

ELEMENT 2	0	1-Planning	2- Implementing	3- Transitioning	4-Modeling
2.1 Locally selected growth measure data demonstrates growth in student Pre-K-12 competencies over time.	☐ No evidence.	☐ Locally selected social-emotional growth measures are administered and districtwide growth in student competencies appear to be **emerging**. Potential Artifacts: Kansas CAN Competencies Framework assessment tools, Unit tests in evidence-based social-emotional learning curriculum, Validated SE skill assessments in online systems (eX. Panorama, Aperture, etc.), SECD Likert scale & SECD formatives in some classrooms in each building.	☐ Districtwide growth data in student competencies was **demonstrated** over the prior year. Potential Artifacts: Kansas CAN Competencies Framework assessment tools, Unit tests in evidence-based social-emotional learning curriculum, Validated SE skill assessments in online systems (eX. Panorama, Aperture, etc.), SECD Likert scale & SECD formatives in all classrooms in some buildings.	☐ Districtwide growth in student competencies was **maintained** from the prior year. Potential Artifacts: Kansas CAN Competencies Framework assessment tools, Unit tests in evidence-based social-emotional learning curriculum, Validated SE skill assessments in online systems (eX. Panorama, Aperture, etc.), SECD Likert scale & SECD formatives in all buildings in the district.	☐ Districtwide growth in student competencies has been demonstrated for two or more **consecutive** years. Potential Artifacts: Kansas CAN Competencies Framework assessment tools, Unit tests in evidence-based social-emotional learning curriculum, Validated SE skill assessments in online systems (eX. Panorama, Aperture, etc.), SECD Likert scale & SECD formatives in all buildings in the district over multiple years.

ELEMENT 2:

2.2 Each Pre-K-12 district-identified student subgroup demonstrates growth in student competencies.	☐ No evidence.	☐ District-identified subgroups have been prioritized for improvement and appear to be regularly monitored and demonstrating growth. Potential Artifacts: Ages & Stages Questionnaire-Social Emotional (ASQ-SE2), Enhances family and community engagement and access to resources Pre-K -12, Student perception data on academic engagement and social engagement, Family perception data on academic engagement and social engagement in some classrooms in each building.	☐ Some district-identified subgroups for improvement are demonstrating growth in student competencies from the prior year. Potential Artifacts: Ages & Stages Questionnaire-Social Emotional (ASQ-SE2), Enhanced family and community engagement and access to resources Pre-K -12, Student perception data on academic engagement and social engagement, Family perception data on academic engagement and social engagement in whole building settings.	☐ A majority of district-identified subgroups targeted for improvement maintain or demonstrate growth in student competencies from the prior year. Potential Artifacts: Ages & Stages Questionnaire-Social Emotional (ASQ-SE2), Enhanced family and community engagement and access to resources Pre-K -12, Student perception data on academic engagement and social engagement, Family perception data on academic engagement and social engagement in all buildings in the district.	☐ Each district-identified subgroup targeted for improvement demonstrates growth in student competencies over multiple years. Potential Artifacts: Ages & Stages Questionnaire-Social Emotional (ASQ-SE2), Enhanced family and community engagement and access to resources Pre-K -12, Student perception data on academic engagement and social engagement, Family perception data on academic engagement and social engagement in all buildings in the district over multiple years.

ELEMENT 3:

Positive School Climate and Culture

ELEMENT 3	0	1-Planning	2- Implementing	3- Transitioning	4-Modeling
3.1 The district prioritizes, supports, and sustains an equitable and culturally relevant school-building climate for administration, staff, students, and families.	☐ No evidence.	☐ District-level measures of building policy, resources, staff, and student decisions impact school culture and climate. Potential Artifacts: Locally created walk-through tool data Kansas Can Integrated Learning Process Tools; serve and return, co-regulation, agency, engagement; feedback measures in place and monitored district and building climate surveys; Student self-reports on SEL competencies; Staff climate surveys; Parent climate surveys; Family and Community engagement data; Engagement with TASN partners such as School Mental Health Initiative, Kansas MTSS and Alignment, TASN Autism Tertiary Behavior Supports, Professional Development with Safe and Supportive Schools including Bullying Prevention Training	☐ District-level measures of building implementation indicate policy, resources, and staffing decisions strengthen school culture and climate. Potential Artifacts: Previous data with the addition of implementation evidence	☐ District-level measures of building implementation indicate policy, resources, and staffing decisions that consider and value equity and strengthen school culture and climate. Potential Artifacts: Previous data with the addition of evidence of diverse stakeholder input and engagement	☐ District-level measures of building implementation indicate policy, resources, and staffing decisions that prioritize equity and consistently strengthen school culture and climate. Potential Artifacts: Previous data with the addition of evidence of diverse stakeholder input and engagement that meet regularly

ELEMENT 3:

3.2 The district prioritizes, supports, and sustains equitable and culturally relevant school-building climate for student voice and sense of belonging.	☐ No evidence.	☐ District-level measures of building administration implementation indicate the degree to which policy, resources, and staffing decisions typically engage student voice to impact school culture and climate. Potential Artifacts: Documentation of staff social-emotional growth , Kansas Communities That Care Survey (KCTC), Youth Risk Behavior Survey (YRBS), Or other student climate survey/climate assessment tools; Family Voice Sources, Family Engagement Survey (FES), Administrative policies, procedures, and practices that endorse restorative practices, Student perception data, YLinK participation or Ericka's Lighthouse student engagement activities, PAX Good Behavior Implementation, Restorative Practices, Youth Court	☐ District-level measures of building implementation of staff PD and instruction indicate policy, resources, and staffing decisions that engage student's voice and strengthen school culture and climate. Potential Artifacts: All previously stated pieces as well as documented trainings and professional development engagement data	☐ District-level measures of Student perception indicate policy, resources, and staffing decisions that engage student's voice consider and value equity and strengthen school culture and climate. Potential Artifacts: All previously stated pieces as well as student perception data	☐ District-level measures of Family Engagement indicate policy, resources, and staffing decisions that engage student voice, prioritize equity, and consistently strengthen school culture and climate. Potential Artifacts: All previously stated pieces as well as family engagement data

ELEMENT 3:

	Activities, Kansas Institute for Peace and Conflict Resolution engagement, Bullying Prevention Training, Physical training and engagement opportunities at all grade levels, Access to healthy foods and nutrition as well as education on food and nutrition, Individualized Plans of Study, Trauma Responsive school settings

ELEMENT 4:

Systemic Improvement Process for SEG

ELEMENT 4	0	1-Planning	2- Implementing	3- Transitioning	4-Modeling
4.1 Multiple feedback processes are in place to continually review and improve social-emotional learning and school climate as a systemic strategy for healthy student development.	☐ No evidence.	☐ Within a subset of buildings, school climate data may be used in the feedback process and shared with stakeholders. Potential Artifacts: Data Fact Sheets, Board Goals and Outcomes, Policies that support Growth, Building level Mental Health Advisory groups	☐ Within entire buildings, student growth AND school climate data is reviewed with relevant teams and, as appropriate, are shared with stakeholders. Potential Artifacts: All previously stated pieces as well as whole building engagement data	☐ Within all buildings, SEG and school climate data are reviewed and analyzed in relevant teams and, as appropriate, with stakeholders. Potential Artifacts: All previously stated pieces as well as whole district-level engagement data	☐ District-level monitoring of needed supports and the effectiveness of how SEG and school climate data are reviewed, analyzed, and shared while making refinements based on identified areas of weakness shown in data and shared with stakeholders Potential Artifacts: All previously stated pieces as well as parent and community engagement data

4.2 Representative feedback and input is solicited and integrated into strategies for responsive, culturally relevant, systemic adjustments.	☐ No evidence.	☐ A process to solicit feedback from both internal and external partners is in place and well understood by the people responsible for overseeing its implementation. Potential Artifacts: District Community Leadership teams, Community Engagement activities, Family surveys and engagement activities, Student-led voice and choice activities	☐ A process for integrating the feedback into districtwide planning is in place, communicated with stakeholders, and responsibilities are clear. Potential Artifacts: All previously used pieces as well as evidence of district-level planning related to evidence from feedback	☐ Relevant teams and stakeholders (students, families, teachers, community members and other partners) are vital to the district-level analysis and strategy review. Potential Artifacts: All previously used pieces as well as evidence of planning related to evidence from feedback that engages relevant stakeholder groups	☐ Implementation of district SEL-related improvement strategies are routinely monitored and adjusted in response to culturally relevant feedback received from relevant teams and stakeholders. Potential Artifacts: All previously used pieces as well as evidence of progress monitoring and adjustments made related to feedback
4.3 Perspectives of students, families and educators are valued and used to inform decisions.	☐ No evidence.	c A variety of methods are used to gather the perspectives of students, families and educators across a representative number of buildings. Potential Artifacts: Growth measures monitored following surveys, engagement events, and activities are clearly communicated to the public, School building mental health teams clearly published on the	c District is utilizing a comprehensive process to gather the perspectives of students, families, and staff. Potential Artifacts: All previously used pieces as well as evidence of communication and engagement with students, families, and staff	c The gathered perspectives of students, families and educators are used to inform SEL-related decisions and implementation within some buildings in the district. Potential Artifacts: All previously used pieces as well as evidence of data-driven decision making	c District Social Emotional Learning (SEL) policies and practices have been informed to a significant degree by the perspectives of students, families, and staff district-wide. Potential Artifacts: All previously used pieces as well as written policies and practices approved by the local BOE

	website for family support, School and community resources posted and updated for accuracy	

Resources

Measure Quality

- CASEL Assessment Guide, http://measuringsel.casel.org/assessment-guide/
- Kansans Can Competency Framework tools, http://cccframework.org/resources.html
- Kansas MTSS and Alignment Structuring and Implementation Guides, https://www.ksdetasn.org/mtss/structuring-guides

Student Growth

- CASEL Resources and Tools, https://casel.org/resources-support/
- Kansans Can Competency Framework Sequence, https://ksdetasn.org/competency/prek-12-kansas-competency-sequence

School Climate and Culture

- CASEL District SEL Planning and Implementation Rubric: Part 2 Item 1, https://casel.org/wp-content/uploads/2016/09/Theory-of-Action-CDI-District-Rubric.pdf
- AIR Brief, https://www.air.org/resource/school-climate-and-social-and-emotional-learning-integration-two-approaches
- Edna Bennett Pierce Prevention Research Center, http://prevention.psu.edu/uploads/files/rwjf443059.pdf

Systemic Improvement Cycle

- CASEL District SEL Planning and Implementation Rubric: Part 2 Item 3, https://casel.org/wp-content/uploads/2016/09/Theory-of-Action-CDI-District-Rubric.pdf
- Kansas Multi-Tier System of Supports and Alignment, https://www.ksdetasn.org/mtss

References

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Collaborative for Academic, Social, and Emotional Learning [CASEL] (n.d.). SEL as a lever for equity. Retrieved from: https://drc.casel.org/sel-as-a-lever-for-equity/

Noonan, P. M. & Gaumer Erickson, A. S. (2018). The skills that matter: Teaching intrapersonal and interpersonal competencies in any classroom. Thousand Oaks, CA: Corwin.

Osher, D., & Berg, J. (2018). School climate and social and emotional learning: The integration of two approaches. State College, PA: Edna Bennet Pierce Prevention Research Center, Pennsylvania State University. Retrieved from: http://prevention.psu.edu/uploads/files/rwjf443059.pdf

Taylor, J. J., Buckley, K., Hamilton, L. S., Stecher, B. M., Read, L., & Schweig, J. (2018). Choosing and using SEL competency assessments: What schools and district need to know. Retrieved from http://measuringsel.casel.org/access-assessment-guide/

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